

Madam Speaker, we have to understand if a school district's average per pupil expenditure might be \$7,500, a special needs child may be \$15,000, may be \$20,000, may be \$100,000, the local school district has had to pick up most of that extra expenditure, even though we said we would send 40 percent of the excess costs.

Well, depending where you are, just in a small city, like I represent, in York, Pennsylvania, if we were sending them 40 percent of excess costs, they would get a million dollars extra every year. They could talk about teacher quality. They could talk about pupil-teacher ratio reduction. They could talk about improving their school buildings, because they would be getting what was promised.

And for 20 years I pleaded and pleaded and pleaded and pleaded and got nowhere. Finally, we started making some improvements. But not because of the President's budget, because the last 2 years he sent a budget up that reduced our spending on special education, if we consider the number of new students that come in and we include inflation.

Fortunately, by the time we were finished going through the authorization process and the appropriations process, we have dramatically increased that expenditure so that those local school districts then can get this money and spend it on the special needs children, without totally raising all of that money on the local level and taking it away from every other education program.

Our Teacher Accountability Act supports local decision-making, provides greater flexibility, reforming the tenure system, tests teachers, provides for signing bonuses or differential pay for teachers in high-needs subject areas, provides incentives to teachers with a record of success in helping low-achievement students improve their academic success, helps them recruit fully qualified teachers, rewards schools and local education agencies for reducing the number of unqualified teachers that are teaching in their schools, helps them hire quality teachers and provide quality professional development.

Now, contrast that, again, with what the administration would do. The new Washington control programs address many of the same issues that I just mentioned, but the programs will be directed by bureaucrats in Washington and not based on peculiar needs of each local school district.

Washington will decide who receives the funds. Washington will decide the amount of funds that are needed to address a specific problem. Washington will dictate how the funds must be spent.

We are moving in the right direction, and I am hopeful that by the time we finish reauthorization of the Elemen-

tary Secondary Education Act we, in the near future, will begin to see a closing of that academic achievement gap. Something that was well intentioned with the legislation in 1965; unfortunately, it has not worked.

This is a chart indicating just what we have been able to do, what the President has said in relationship to the funding for special ed and what we were able to do in the House and the Senate in the appropriation process. Here we see 1997, and the yellow is the President's request. The orange is what we were able to do. We got up above \$3 million in 1997 for special ed money going back. In 1998, this was the President's request. This is what we were able to do in the Congress.

In 1999, we can again see we went up. And in the year 2000, the present year that we are in, we are now up to \$5 million that will go back to these local school districts.

IDEA funding is probably the most important thing we can do to help local school districts because it gives them, then, the opportunity to use the hard-earned tax money that they have to go out and get for their entire education program.

As I mentioned, my small city of York would receive a million dollars extra. Let me talk about a couple of the other areas.

Los Angeles, for instance, they actually receive \$23 million. If they got the 40 percent of excess costs, they would get \$118 million. That would free up \$95 million that they must raise locally to meet these Federal mandates.

Chicago, \$41 million. If they got their 40 percent they would get \$212 million. It would give them \$170 million. And they have taken great steps in Chicago to try to improve that school system to make sure that all of those children have an opportunity to achieve and get a piece of the American dream.

New York City, \$41 million. \$212 million, 170 million if they got the 40 percent.

In Miami, they receive \$10 million. With 40 percent, they would get \$55 million. That means a 44 million increase.

Washington, D.C., right where we are, they get \$3 million. If they got the 40 percent, they would get \$15 million. \$12 million locally in order to improve the academic achievement of all their students.

In St. Louis, they get \$2 million. If they got 40 percent, they would get \$10 million, and that is again a dramatic increase for them to use to improve their schools locally.

So large cities across this country would see a dramatic increase; and, therefore, we do not have to go out and tell them we want them to reduce the pupil-teacher ratio, we want them to have a qualified teacher, we want them to improve their school building. They would have the money to do it. We

take that money from them with our mandate because we do not send what we promised we would send.

Again, I hope by the time we finish the reauthorization of the Elementary and Secondary Education Act in the near future, we will see that gap closed. It is tragic to see as many as 50 percent of our students not receiving the education they will need to compete in the 21st century.

□ 1615

Last year I had to cast one of the worst votes I had to cast. We needed to change our immigration laws so that we could bring qualified people in to do the jobs that exist in this country, in this high-tech 21st Century. What a tragedy. What a tragedy. I hope no one will ever have to cast a vote of that nature in the future, because I hope we will do something about making sure that that 50 percent that are not getting an opportunity to get a part of this 21st Century American dream will get that opportunity.

The answers are at the local level with State efforts. We are here to add assistance. We should not be here to complicate the problems that they have on the State and local level. I think by the time we pass the Elementary and Secondary Education Act and it becomes law, we will be on the right road to ensure academic achievement for all students no matter where they live, who they are, no matter what their disability may be. All will have an opportunity for a quality education.

RECESS

The SPEAKER pro tempore (Mr. WELDON of Florida). Pursuant to clause 12 of rule I, the Chair declares the House in recess until approximately 6 p.m.

Accordingly (at 4 o'clock and 15 minutes p.m.), the House stood in recess until approximately 6 p.m.

□ 1801

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. PEASE) at 6 o'clock and 1 minute p.m.

INDIAN TRIBAL ECONOMIC DEVELOPMENT AND CONTRACT ENCOURAGEMENT ACT OF 1999

The SPEAKER pro tempore. The pending business is the question of suspending the rules and passing the Senate bill, S. 613.

The Clerk read the title of the Senate bill.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Pennsylvania (Mr. SHERWOOD) that the House suspend the